References

BERG, N. (2014). Busting ELL Myths. Education Digest, 79(8), 66-67.

This newspaper article is about the stereotypes that exist about ELL students. The article talks about how ELL students feel within the programs that they are placed and how to make improvements on those programs. Working hard to make the programs helpful is extremely important. The instructor teaches the students to look beyond ELLs and worry about having everyone get involved.

I think that teachers and other school officials working to make sure ELL students are treated just the same as an English as a primary language student is very important. It shouldn’t be about segregated them and having them earn at various paces, but rather try to find means of inclusion and working together to learn.

Clark, C. S. (1995, January 20). Parents and schools. CQ Researcher, 5, 49-72. Retrieved from http://library.cqpress.com/

I think that this CQ Researcher article is helpful to my paper because it talks about parent involvement and how that can affect individuals within the school system. Majority of ELL/ESLs come from families where their parent, grandparents, or other immediate family are from a different culture and speak a different language. Typically, that particular culture is what the student grew up with instead of American culture and English. Getting parents involved is a great way for teachers to know what they have to do in order to cater to a student’s particular needs. I believe that parent involvement when it comes to ELL/ESLs students is very important. Parents can act as the buffer and find means for their child to communicate/relate to other students in the class. Parents and teachers/other school officials must work together to establish boundaries while still working together to ensure that each student is receiving the kind of help/aid/guidance that he or she needs.

Klein, A. (2015, August 5). States in Holding Pattern on ELL Waiver Requests. Education Week (Bethesda, MD).

This viewpoint article talks about how ELL/ESLs students should be fairly given time to improve their mathematics and language arts score before having them be recorded. Florida has sparked this change being the first state to allow two years of education and testing before holding them accountable for scores. The article goes through and shares what requests each state that has made regarding the change but so far, about three out of the six have been denied of their requests. Schools are requesting more flexibility with English –learner testing. They want to make sure their students are getting the help that they need but also are confined to do it in a timely manner. These schools, prior to any requests, are given one year. Whereas stated in the article, it takes approximately four years for an ELL/ESL student to become fully up-to-par with English speaking students.

I think that this article shows about how schools are being looked at when it comes to their ELL students. I believe that schools should be able to do whatever in their power that they can in order to help their students. Board of Education and higher up individuals in education should be looking out for students that attend schools in their areas. If school officials aren’t working to provide their students with the best possible education, the social aspect of school will be hard for them as well when their English speaking peers are advancing and they are stuck in programs where they can’t advance.

Siefer, T. (2012, July 31). School officials plan to overhaul ELL program. New Hampshire Union Leader (Manchester).

This viewpoint reference shares with the reader about how there are plans to overhaul school ELL programs for high school students in Manchester, New Hampshire. The idea behind it was to move ELL students to area schools instead of sending them a magnet school. New curriculum would have to be implemented. The Department of Education stated that they noted about 50 students were not receiving the English education that they needed.

I think it’s important that the education board recognizes when their students aren’t being given the proper education. It is helpful that they are doing what they need to do in order to keep students advancing, therefore their social skills will be more developed and they will be at more of an even playing field as their peers.

Tarasawa, B., & Waggoner, J. (2015). Increasing parental involvement of English Language Learner families: What the research says. Journal Of Children & Poverty, 21(2), 129-134. doi:10.1080/10796126.2015.1058243

This resource goes over how parents can get more involved in their child’s school life and that means that their child will have better opportunities to communicate with fellow classmates. They state that it is important for parents to be involved and include traditions that are unique to each child as well as have them feel as though they are equals within the classroom. It is very important that students feel that they are being included as well as having their differences celebrated.

Xu, Y. (2015). Examining the effects of adapted peer tutoring on social and language skills of young English language learners. Early Child Development & Care, 185(10), 1587-1600. doi:10.1080/03004430.2015.1011150

This resource talks about the effects on ELLs socially in peer related situations in the classroom. Peer influence is a big deal when understanding ELLs. These students are trying to fit in and advance as any other student. Getting all students to work together can be a wonderful way to include everyone and be sure that each student is getting the help and education that he or she needs.

Many people believe that the best way to learn something is to just fully immerse yourself in it. I do believe in this too. I think it is more of natural way to learn something because its more personal and valuable than just learning from a book. Having ELL student work with their peers is a wonderful way to get them to learn and socialize at the same time.